**Lesson Plan Format**

**“Moving People”**

**Teacher Candidate \_\_\_Maria Pacheco\_\_\_\_ Grade Level\_\_4th grade\_\_\_\_ Date of lesson\_\_11/7/2011\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

Illinois Learning Standards Addressed:

* **16.D.2a (US)** Describe the various individual motives for settling in colonial America.
* **16.D.3a** (**US)** Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.
* **16.D.2 (W)** Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places (e.g., ancient Rome, Medieval Europe, ancient China, Sub-Saharan Africa).
* **16.E.2a (US)** Identify environmental factors that drew settlers to the state and region
* Students will get to know their classmates in relation to where they have lived (or haven’t lived) and people that they know. It will get students engaged in the idea of people moving, focusing on why people move. Targeted skills include understanding that people move from far away as well as close and that there are several reasons why people might move from one place to another.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* Students will be able to describe reasons as to why people move (economic reasons, search for a different community, environmental factors etc.)

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* Students will be assessed on the completion (or near completion) of the worksheet and that they have followed all the rules given by the worksheet (i.e., get several names, not just one or two signing several boxes. Students will also be assessed on their ability to participate in discussion after completing the sheet. I will be observing the students, participating and encourage all students to either tell a personal story of why they may have moved or why people in general might move.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* “Moving People” Handout (one for each student)
* Large butcher sheet with “Why do we move?” written at the top
* Marker (dark color to students can read writing)
* Map of the United States
* Journals

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

* **Inquiry:** I chose inquiry based learning because it allows students to ask their fellow peers questions as to why people “moving.” Students will draw from their own experiences and history to answer their peers questions. Students will gain an understanding about the important reasons why people move. Ex: To work, to be closer to family, to live a better life, etc.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* Have students all move to within the taped off square of room. It will be crowded, but not uncomfortably so. Questions: Who would like to move to a more open part of the classroom? How many would like to move? Why? (Again, pacing questions and responses to allow for all students to comprehend.) When students have discussed reasons for wanting more space, have them move back into their seats and begin the day’s lesson.
* Next I will share era pictures of crowded city slums, so that students get an understanding of the living environment.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* As students sit in their seats, explain that you will pass out a sheet with nine statements on it.
  1. Explain that the students need to stand up and walk around to find someone who can answer “yes” to the statement.
  2. If they can answer “yes,” then they need to sign their name in the space provided in the box.
  3. Model this by saying, “The first statement say, ‘I know someone who lives in another country.’ So I would go up to a classmate and ask if they know someone who lives in another country. If they do not know anyone who lives in another country, I would go on to ask another person until someone says, ‘yes!’ Once I found someone who says, “yes” to my question, I would give them my sheet and have the sign their name in the box. I would then take my sheet and start asking classmates another question.”
  4. Explain that they should have at least seven different names on the chart by the end. No one should sign a person’s sheet more than twice. A student may sign their own sheet only once.
* Hand out the sheet to students and tells them they have 5 minutes to get nine signatures.
* Students walk around completing the “Moving People” worksheet.
* After 5-7 minutes, the teacher asks students to return to their seats.
* Stand in front of a butcher sheet that states “Why People Move” on the top.
* Ask students who they found to answer certain questions
  + “Steve, who do you know who has moved more than two times? Why did that person move?”
  + “Elizabeth, who do you know who lives in another country? Why do they live there?”
  + “Jake, when did you live in another state? Why did you move here?”
  + “Sarah, what are some other reasons as to why people move?”
* As students are answering various questions posed by the teacher, the teacher is writing down the students answers in the form of why they moved
* The resulting list on the sheet should include various reasons why people move, including…
  + To get a job
  + To speak another language
  + To get away from something that they don’t like in their neighborhood
  + To have a bigger/smaller house
  + To go to a specific school
  + To be closer to family (aunts, uncles, cousins, grandparents, etc.)

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* Once a concise list has been created, I will explain that we will be learning about westward movement and how in the 19th century, many people moved west in the United States.
  + Refer to the US map as to which way is west and that people had to travel from one side of the country to another.
* The teacher will explain that as a result of people moving west, many things were created to allow the west turn into large cities, such as the railroad and the pony express.
* Tell the students to start thinking of other things that might have been necessary to keep good communication between the east and the west sides of the country.

**Home work**

* Students will be asked to go home and interview their families about reason why they moved and write in their journals about what they discovered about their own history. They will be given an opportunity to share in class.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| John | Physical disability that makes it difficult for him to write | *If a student cannot sign their name due to physical disabilities, the teacher may give the student a sheet of stickers that they can stick in the box in replace of their signature.* |
| Jake |  | *If a student cannot read the statements provided, the teacher will tell the student the first statement and have them walk around asking the question. Once they have a signature for the first statement, the teacher will read aloud the second statement and so on, allowing the student to find signatures on their own.* |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?